Teaching about the heart and the circulatory system with interactive models (328) 11
Teaching science – how can we be more effective? (327) 111
The cardiac-surgery observation dome enhances students' awareness of disease risk factors (327) 37
The demise of practical work (L) (328) 6
The diary of the Rwandan physics project (328) 97
The geometric mean in physics (329) 14
The Girls into Physics project (328) 61
The impact of drama on pupils' learning in science (327) 91
The nature of matter (H) (326) 23
The Presidential Address 2008: Inspiring the future: the role of informal learning (329) 37
The speed of a tsunami (H) (327) 20
The STEM green-field initiative in Scotland (326) 31
The validity of the key stage 3 science tests (329) 107
To boldly go ... (326) 63
Towards physics: training programmes for non-specialists (328) 43

Using a blood pressure meter in sixth-form projects (328) 16
Using secondary data with pupils (327) 16
Using urban green space to teach science (327) 29

Velocity of falling bullets (H) (328) 35; (329) 34

What are microwaves? (L) (329) 8
What can be done to increase the take-up of A-level physics? (328) 49
What do *you* think? (326) 24; (327) 22; (328) 39; (329) 34
What earth science might form the core of a new earth/environmental science GCSE? (327) 71
What is science education for? (326) 97
Why physics? (special editorial) (328) 41

Index by subject

3-D photography (326) 16

air pollution, measuring (327) 32
A-level Physics, girls and (328) 61, 71
A-level Physics, take-up (328) 49
allergy testing, model of (328) 21
ammeter-voltmeter method for resistance (329) 15
anti-reflection films (329) 15
α-particle tracks, observing (329) 100
applied science at key stage 4 (326) 51
Argue-WISE online learning environment (327) 103
argument in science (327) 103
Aristotle (327) 121
asthma, using data-sets (327) 16
astronomy at key stages 3 and 4 (326) 63

Bacon, Sir Francis (327) 122
Baird Televisor (327) 67
balloons, physics behind (329) 20
beam balance (329) 14
Beyond 2000 (326) 35
beyond core science (L) (329) 9
Beyond core science, issue 326: editorial (326) 25
binge drinking (L) (326) 7
biofuel, energy from trees (327) 11
biology quiz (327) 23
blood pressure meter (328) 16
Bloom taxonomy (329) 109
BMI (L) (326) 6
body mass index (L) (326) 6
brewing, and pH scale (329) 75
brewing, ginger beer (329) 11
bridging, and science clubs (327) 87
British Association for the Advancement of Science (the BA) (327) 83
British Education index (326) 89
Brownian motion, observing (329) 99
bulbs in series, computer-based experiments (329) 24
bullet velocity (H) (327) 21; (328) 35; (329) 34

calculations, story telling (329) 86
cardiac-surgery observation dome (327) 37
Careers from Science project (328) 123
Carslberg Laboratory (329) 75
case studies (327) 112
caustic curve (328) 30
charged comb (329) 19
children's ideas, about power plants (327) 45
Christmas biology quiz (327) 23
circadian rhythm (329) 51
circuit models (328) 113
circulatory system, interactive models of (328) 11
citizenship (326) 77
Classroom Performance System (CPS) (329) 29
'clickers', variety in assessment (329) 29
climate change and phenology (326) 45
climate change model (328) 116
CoachLab II (329) 24
commercial electricity generation (327) 45
computer modelling, physics (328) 107
computers, story telling (329) 86
conservation of energy, myths (328) 29
cooling rate and crystal size (328) 31
core science curriculum, and earth science (327) 71
core science, beyond (L) (328) 7
CPS (Classroom Performance System) (329) 29
Creative Science initiative (326) 35
Curriculum 2000 developments (326) 35
curriculum and science education research (326) 89
curriculum, modernising (326) 27

data logging in chemistry (329) 55
d-block, ionisation energies (326) 15
Diploma, introduction of (326) 28
Directory of UK science education tutors' research interests (326) 89
Doppler shift (329) 14
drama and KS3 science learning (327) 91

Earth and environmental science GCSE (327) 71
Earth science (326) 35
earth science, and sweets and biscuits (328) 31
earth science, in earth/environmental GCSE (327) 71
electricity generation, commercial (327) 45
electron affinity, anomalous values (327) 15
electronic communications, story telling (329) 85
electronic voting systems (329) 29
electronics at key stage 4 (326) 57
emotional literacy (326) 77
energy, interaction (327) 53
Energymeter (328) 85
Engineering the Curriculum project (326) 51
enthalpy change of combustion, and data logging (329) 56
Environmental and Land-based Science (ELBS) (326) 73
enzymes, discovery of (329) 77
error, causes of (329) 91
Evidence-based Practice in Science Education (EPSE) (328) 77

family history in teaching (329) 83
femtouniverse (327) 53
Feyerabend, Paul (327) 122
fieldwork in science teaching (327) 29
first ionisation energies (326) 15
first ionisation energies (L) (328) 8
flight, story telling (329) 85
'focusers' (327) 97
Force Concept Inventory (328) 77
forces, teaching about (328) 77

forensic geology (327) 79
fossil toffee (328) 33
FutureMorph (328) 123

game, nitrogen cycle (327) 114
Gatsby Science Enhancement Programme (328) 85
gender and learning style (327) 98
geometric mean (329) 14
gifted and talented, and science clubs (327) 83
ginger beer, brewing (329) 11
Girls into Physics project (328) 61
GLIS (Global, Local, Individual Science) (326) 36

heart disease (327) 37
heart disease, model of (328) 14
heart-rate (326) 18
heart, interactive models of (328) 11
heat, case study (327) 112
high blood pressure (328) 17
histories in teaching (329) 83
homework, science (326) 103
honey bee behaviour (329) 53
How science works,
and scientific method (327) 119
and television (327) 67
enthusiasm and luck (326) 93
introduction of (326) 27
Huxley-Wilberforce (L) (327) 6
hybridisation (328) 24
hypervalency (328) 24

informal learning (329) 37
Innovation in Practical Work series (328) 85
Inova Heart and Vascular Institute (327) 37
insulin, development of (326) 93
interaction energy (327) 53
internal reflection, myths (328) 27
inverse square law, myths (328) 29
ionisation energy (326) 15
key stage 3 science tests (SATs), validity (329) 107
Kuhn, Thomas (327) 122

land-based science (326) 73
laser beams, myths (328) 28
learning styles (327) 91; 111
length, estimating (329) 51
lesson-planning (329) 31
light rays curved (328) 30
Liquid Science (329) 101
literacy strategies (329) 68
literature circles (329) 115
Locard's exchange principle (327) 79
LOS (London Outdoor Science) project (327) 29
Lycopodium spores (327) 81

mass spectrometer, simulation of principle of (329) 18
Mauritius, biology assessment (329) 45
MBL (microcomputer-based laboratory) (329) 24
medicines, story telling (329) 86
microcomputer-based laboratory (MBL) (329) 24
microfossils (327) 80
microscale titration (L) (326) 7
microwaves (L) (329) 8
mining ores (328) 33
model volcano (328) 32
modelling changes in heart-rate (326) 18
modelling, circuits (328) 113
climate change (328) 116
pedagogical issues (328) 109
yeast (328) 109
Modellus (328) 107
models of heart and circulatory system (328) 11
models, chemical structure (328) 24
momentum (H) (327) 21; (328) 35; (329) 35
mutual inductance (329) 14
myths in physics (328) 27

nanotechnology (329) 63
nature of matter (H) (326) 23
Newton's relation for lens (329) 14
Newton's rings, modified experiment (329) 95
nightclub, and science workshops (329) 101
Nipkow disc (327) 67
nitrogen cycle case study (327) 113
NLP (Neuro-Linguistic Programming) (327) 91
novel materials (328) 85

online assessment (ELBS) (326) 73
outdoor science (327) 11, 29
Outdoor Science Working Group (327) 11
out-of-school learning (329) 37

palynology (327) 80
particle physics (327) 53
particle physics, story telling (329) 87
PEP (Physics Enhancement Project) (328) 43
Periodic Table, development of (326) 93
personal transport, story telling (329) 86
pH scale, history (329) 75
phenology (326) 45
philosophy, and science (327) 119
photography, 3-D (326) 16
photomicrographs, and microscopes compared (329) 45
photosynthesis (H) (327) 21
Physics A-level, girls and (328) 61, 71
Physics A-level, take-up (328) 49
physics teacher training programmes (328) 43
plant circadian rhythm (329) 55
'point of propulsion' (PoP) (328) 26
Popper, Sir Karl (327) 122
power plants, children's perception of (327) 45
practical work in schools (L) (328) 6, 7
practical work in science (L) (327) 7
printing, story telling (329) 87
PSHE (Personal, Social and Health Education) (326) 77
psychology at GCSE (326) 67

QTC (328) 85
quarks (327) 56

radiation and communication (328) 85
radioactive emissions (H) (327) 21
radioactive source (H) (328) 37
rainbows (H) (326) 22; (327) 22; (328) 36
real science (L) (327) 7
Reciprocal Teaching and Reciprocal Questioning (RTRQ) (329) 66
religion and science (326) 85
renewable energy, and trees (327) 11
Role, Audience, Form and Topic (RAFT) (329) 68
role-play, sound waves (329) 18
rolling cans activity (327) 84
rowing boat, forces on (328) 26; (L) (329) 6
rural education (326) 73
Rwandan physics project (328) 97

Salters Chemistry Clubs (327) 83
SASP (Science Additional Specialism Programme) (328) 43
scaffolded reading experience (SRE) (329) 65
scaffolding, word (329) 115
School physics: now and in the future, issue 328; editorial (328) 41
science and philosophy (327) 119
science and religion (L) (327) 6
Science and Religion in Schools project (326) 85
science clubs (327) 83
science education research (326) 89
science education, new vision (328) 72
purpose of (326) 97
science homework (326) 103
science in an Earth/environmental context (326) 35
Science Live database (328) 125
Science Museum (329) 37
Science Processes and Concept Exploration (SPACE) (328) 78
science, interesting young people in (328) 68
perception of (327) 111
scientific method, history of (327) 119

scientific vocabulary, mastering (329) 115
scientists, perception of (327) 120
supply and demand (328) 67
screening tests, model (328) 21
secondary data, using in science teaching (327) 16
secondary science curriculum (326) 27
SenseMaker (327) 104
SEP (328) 85
SETPOINT (328) 125
smoking (L) (326) 7
sound waves, role-play (329) 18
squirrel worksheet (327) 106
STEM (326) 31
STEM careers (328) 123
STEM subjects, student choice (328) 67
STEM-ED Scotland (326) 31
story outlines (329) 83
structure of matter (327) 53
Sun's path (327) 59
Supporting Physics Teaching (SPT) project (328) 77

telecommunications, story telling (329) 87
television, early developments (327) 67
Thales of Miletus (327) 121
thermal expansion (H) (326) 23
titration curves and indicator choice, and data logging (329) 58
transformative learning (326) 77
trees and energy (327) 11
tsunami, speed of (H) (327) 20

UK Phenology Network (326) 45
unrealistic image of science (L) (327) 7
urban green spaces (327) 29

VAK learning preference questionnaire (327) 93
V-diagram (329) 31
velocity, of falling bullets (H) (327) 21; (328) 35
visual-spatial intelligence (327) 59

water pollution, measuring (327) 34
whirlywings (326) 11
wind power (L) (329) 8
wind turbines (328) 85
Woodland Trust, phenology (326) 45
word scaffolding (329) 115
word spiders (329) 115

yeast, model of (328) 109

Index by author

Ad, N (327) 37
Airey, J (326) 67
Akeroyd, M (326) 93
Alleyne-Cope, N B (327) 7; (328) 6
Alxneit, H (328) 21
Auty, G (327) 22

Baker, J (328) 8
Barnett, S (327) 37
Boohan, R (328) 85
Bost, R (329) 115
Bullock, R (326) 11
Burdett, N G (329) 45

Chapman, S (327) 83
Coombs, D (326) 67
Cox, T (326) 15

Dass, P (329) 115
Dawson, B (328) 7
Dixon, N (329) 55

Earwicker, M J (329) 37
Edwards, R (326) 27
Eilks, I (328) 21
Evagorou, M (327) 103

Fairbrother, R (329) 7, 107
Falla, D F (327) 53
Francis, M (327) 91
Freeland, P (326) 7; (328) 16; (329) 51

Gadd, K (326) 51
Galloway, I (329) 6
Glackin, M (327) 29
Gray, B (326) 22

Hannam, N (328) 123
Harris, F (326) 18, 24; (327) 67; (328) 39; (329) 34
Harrison, S (326) 63
Haynes, L (326) 6
Hiley, L (327) 20; (328) 36; (329) 8
Hollins, M (326) 25; (329) 9
Hoppé, J (326) 8
Howarth, S (328) 31
Hunt, A (326) 57

Jackson, B (328) 6
Jackson, L (329) 101
Jesková, Z (329) 24
Joce, I (329) 29

Kazachkov, A (329) 24
Kibble, B (326) 31; (328) 77
Kiddle, J (327) 6
King, C (326) 35; (327) 71
Kucan, L (329) 115
Kumar, D D (329) 63

Lapp, S L (329) 63
Lawrence, I (328) 107
Leadstone, S (326) 22; (327) 21; (328) 27, 37; (329) 14
Lee, Y C (328) 11
Lefrak, E (327) 37
Lock, R (327) 23

Malandrakis, G N (327) 45
Marbach-Ad, G (327) 37
Marinaccio, P (329) 63
Matthews, B (326) 77
Mazurek, H A (327) 8
Mesquita, A (328) 35
Miller, L (329) 115
Monk, M (326) 89
Moran, S (326) 97
Murphy, P (327) 79

Needham, R (327) 16
Nelms, R (329) 45
Nigro, R G (329) 31

Orrow-Whiting, M (326) 27
Osborne, J (327) 103; (328) 67

Parkin, J (329) 8
Parry, M (328) 36
Piggott, A (329) 83
Ponchaud, B (328) 61
Potter, J C E (329) 18
Preczewski, P J (326) 103
Pringle, J (327) 79

Richardson, D (328) 97
Ritchie, L (329) 115
Robinson, P (328) 49
Rogers, M (326) 85
Rogness, L (327) 111
Rowcliffe, S (326) 16; (328) 30; (329) 11
Rowlands, M (327) 59

Sandford Smith, D (328) 41
Scarola, K K (329) 63
Schaschke, C (329) 20
Seifert, P (327) 37
Severs, P (329) 101
Shepherd, C (328) 43
Slade, P (326) 27
Slater, D (329) 34
Smith, A (327) 83
Smithers, A (328) 49
Sokolove, P G (327) 37
Souter, N (326) 45
Straits, W (329) 115
Swain, P A (329) 75

Talbot, C (326) 15; (327) 15; (328) 24
Taylor, M (327) 37
Tilling, S (327) 11
Tillotson, J W (326) 103
Trathen, W (329) 115

Walton, S (328) 35
Warren, J (326) 22, 23; (329) 91
Watson, T (328) 26
Wedgwood, M (326) 73
Williams, J (327) 119
Wong Wai-keung, C (329) 95
Woollhead, A (328) 31
Worley, B (326) 7

Yim, L W K (329) 45